

# Pupil Premium and Year 7 Catch-up Premium Strategy Statement 2017

1. Summary information					
<b>School</b>	St Anne's Church of England Academy				
<b>Academic Year</b>	2017/18	<b>Total budget:</b>		<b>Date of most recent PP Review</b>	Autumn 2017
		<b>Pupil Premium [PP]</b>	£378,304		
		<b>Y7 Catch-up PP</b>	£13,618		
		<b>Projected Total</b>	<b>£391,922</b>		
<b>Total number of pupils [January 2017 Census]</b>	628	<b>Number of pupils eligible for PP [as at 20 September 2017]</b>	401	<b>Date for next internal review of this strategy</b>	Summer 2018
2. Current attainment					
			<b>Pupils eligible for PP (your school)</b>	<b>Pupils not eligible for PP (national average)</b>	
<b>% achieving a Standard Pass or better in English and Maths [Grade 4 or above]</b>			43	Not yet available for 2016/17	
<b>Progress 8 score average 2016/17 only</b>			-0.34	Not yet available for 2016/17	
<b>Attainment 8 score average 2016/17 only</b>			41.12	Not yet available for 2016/17	
3. Barriers to future attainment (for pupils eligible for PP)					
<b>In-school barriers</b> <i>(issues to be addressed in school, such as poor literacy skills)</i>					
<b>A.</b>	Issues relating to behaviour and attitude to learning prevent some PP students from making good academic progress.				
<b>B.</b>	Literacy skills for some PP students are lower than for other students, which prevent them from making good progress.				
<b>C.</b>	Students who are eligible for PP have less successful outcomes at GCSE in English and Mathematics.				

<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>D.</b>	Attendance rates for some PP students are lower than for other students. This reduces their school hours and causes them to fall behind on average.	
<b>E.</b>	Issues relating to low aspirations prevent some PP students from achieving their maximum potential in GCSE qualifications.	
<b>F.</b>	Circumstances or events in the home life of some PP students have a detrimental impact on their social and emotional well-being and personal development.	
<b>G.</b>	Social Care Needs: 12.1% of families supported historically or currently by Social Care, which is a nationally exceptional figure. Parents and carers need support from the Academy to help them address their needs and to support their child's learning.	
<b>H.</b>	Issues arising from families moving in and out of the area: The Academy is in the bottom quintile nationally for stability. This arises mainly from families moving in and out of the area and social housing issues. A lack of stability is disruptive to a child's education.	
<b>4. Desired outcomes</b> ( <i>desired outcomes and how they will be measured</i> )		
	Success criteria	
<b>A.</b>	Improved attendance	Reduced level of persistent absence amongst PP students. Overall attendance to improve in line with the overall National Average. Evidence from Attendance data.
<b>B.</b>	Improved behaviour and attitude to learning	Reduced level of behaviour incidents, fixed term and permanent exclusions of PP students. Evidence in Class Charts.
<b>C.</b>	Improved rates of progress and outcomes for PP students in all Year Groups	Reduce and maintain gap between PP and non PP students across all year groups. Evidence from Academy data and GCSE progress data.
<b>D.</b>	Improved rates of progress and outcomes for Year 7 Catch-up PP students	Evidence from Successmaker and Sound Training data, Reading and Spelling Ages plus data from other Literacy and Numeracy interventions.

5.	<b>6. Planned expenditure</b>					
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.						
<b>i. Planned Expenditure AY 2017/18: Quality of Teaching for All</b>						
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Planned Allocation from PP	Staff lead	When will you review implementation?
<b>Additional Staffing Resources to Support Students</b>	<ul style="list-style-type: none"> <li>Specialist Support Staff in English, Mathematics and Science</li> <li>Specialist Support Staff in Geography [Fixed Term]</li> <li>Provision of four Mentors through a Service Level Agreement with Audacious Church, Manchester [Audacious Mentors: 50% funded by PP]</li> <li>Additional teaching appointment to support improvement in Geography</li> </ul>	<ul style="list-style-type: none"> <li>The Academy's strategic aim for the use of PP is that it should be used to impact positively on whole school improvement with the principle vision that improving the quality of Teaching and Learning in all lessons benefits all students</li> <li>The Academy has an extremely high proportion of students who attract PP funding [61% September 2017] more than 2.5 times the National Average</li> <li>High quality Teaching and Learning is key to raising educational standards</li> <li>Audacious Mentors work with targeted students, particularly Upper and Middle Disadvantaged PP students at KS4 to support their academic progress and emotional wellbeing</li> <li>Mentors ensure that students attend daily Revision classes after school and support students during Revision</li> </ul>	<ul style="list-style-type: none"> <li>Regular monitoring and support of Specialist Support Staff and Audacious Mentors</li> <li>Regular monitoring and assessment of progress made by all students</li> <li>Use of data to track student progress</li> <li>Regular Learning Walks and Work Scrutiny exercises throughout the Academy</li> <li>Regular feedback obtained from students in relation to support received</li> <li>Student progress data is presented to Governors on a termly basis</li> <li>Monitoring of Upper, Middle and Disadvantaged PP students via KS4 Mentoring Programme</li> </ul>	£116,083	<p>Course Directors lead and manage Specialist Support Staff duties in English, Mathematics Science and Humanities</p> <p>The Assistant Pastoral Director line manages Audacious Mentors</p>	<ul style="list-style-type: none"> <li>Student data tracking across all Year Groups as per Assessment Calendar</li> <li>Post Mock Exam Action Plans implemented March 2017</li> <li>Review following GCSE Results August 2018</li> </ul>

<b>Examination Revision Support</b>	<ul style="list-style-type: none"> <li>Costs of resources and refreshments for daily Examination Revision Classes held after school for Y11 students [October 2017 to June 2018] and Revision Classes held during school holidays [including provision of breakfast and lunch]</li> <li>Examination Resit Fee costs</li> </ul>	<ul style="list-style-type: none"> <li>The Academy's clear aim is to improve student educational outcomes</li> <li>Students are actively encouraged to attend daily Revision Classes after school in order to reinforce their learning and boost confidence and resilience in examination techniques</li> <li>Systems are in place to recognise and reward high levels of attendance at these sessions. Attendance is linked to an invitation to the Y11 Prom [subsidised by Pupil Premium]</li> </ul>	<ul style="list-style-type: none"> <li>Daily and weekly monitoring of attendance at Examination Revision Classes takes place</li> <li>Revision Classes are timetabled to ensure that students have Revision opportunities in all their GCSE examination subjects</li> </ul>	£9,500	SLT monitor attendance at Revision Classes and intervene where necessary via parental contact to encourage students to attend as many classes as possible  Course Directors are responsible for the delivery of these Classes	<ul style="list-style-type: none"> <li>Student data tracking across all Year Groups as per Assessment Calendar</li> <li>Post Mock Exam Action Plans implemented March 2017</li> <li>Review following GCSE Results August 2018</li> </ul>
<b>Total Planned PP Expenditure AY 2017/18: Quality of Teaching for All</b>						<b>£125,583</b>

ii. Planned Expenditure AY 2017/18: Targeted Support						
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Planned Allocation from PP	Staff lead	When will you review implementation?
<b>Learning Support and Interventions</b>	<ul style="list-style-type: none"> <li>Intervention by SENCO and Deputy SENCO</li> <li>In KS3, the total number of PP students also classified as SEN has increased to approximately 1/3 of the PP cohort in each Year Group</li> <li>The SENCo and Deputy SENCo work with the Assistant Pastoral Director to identify students with additional needs and ensure that appropriate strategies are in place for PP/SEN students [details are recorded on the CPOMS database]</li> <li>The SENCo and Deputy SENCo assess students for Examination Access Arrangements</li> <li>Interventions by the Learning Support Mentor, Learning Mentor, Academic Mentor and a Teaching Assistant to support students with a range of barriers to learning, including EAL students</li> <li>Provision of an online support package to support early reading development and foundation strategies [Lexia]</li> <li>Provision of a Breakfast Club for vulnerable students</li> </ul>	<ul style="list-style-type: none"> <li>The Academy's aim is to break down barriers to learning by providing interventions tailored to the individual student</li> <li>Costs include staffing and resources</li> <li>Staff work with students in small groups or on a 1:1 basis using a variety of strategies to help students make progress</li> <li>Staff organise a daily Breakfast Club for vulnerable students to provide a nutritious breakfast free of charge in a safe and caring environment with the added aim of improving students' social skills</li> <li>Staff also support EAL students settle into the Academy and gain confidence both academically and during student social time</li> </ul>	<ul style="list-style-type: none"> <li>Regular monitoring and support of these staff</li> <li>Regular monitoring and assessment of progress made by all students who receive learning support</li> <li>Use of data to track student progress</li> <li>Regular feedback obtained from students in relation to support received in order to determine whether support should continue or different support is required</li> <li>Staff also support vulnerable students in the Learning Resource Centre [LRC] during their social time</li> <li>The Breakfast Club is well established and attended by approximately 20/25 students per day</li> </ul>	£68,085	SENCO	<ul style="list-style-type: none"> <li>Student data tracking across all Year Groups as per Assessment Calendar</li> <li>Students with additional needs are assessed regularly by the SENCO</li> <li>Review following GCSE Results August 2018</li> </ul>

<p><b>Year 7 Catch Up Premium:</b></p> <p><b>Additional support for new Y7 students who achieved a Scale Score below 100 in Reading and/or Mathematics at the end of KS2 prior to entry to the Academy</b></p>	<ul style="list-style-type: none"> <li>Year 7 Catch Up Premium is used to provide additional support in English and Literacy from the English &amp; Literacy Mentor</li> </ul>	<ul style="list-style-type: none"> <li>Extra support is given to students in English and Literacy who have achieved a Scale Score below 100 at the end of KS2 in order to aid their transition to Secondary education and help them reach the academic standards required in order to access the Secondary curriculum and do well throughout KS3 and KS4</li> <li>A timetabled Literacy Pathway for 40 identified students in Y7 has been introduced in 2017/18 ['W' Band]. The Literacy Pathway includes a number of strategies including Lexia, Phonics and extra reading sessions which are delivered by the Literacy Team including the English &amp; Literacy Mentor</li> <li>In relation to the improvement of Numeracy skills, a range of interventions for Y7 students is led by a Mathematics TLR post-holder supported by the Maths Mentor</li> <li>Evidence suggests that students who feel they are unable to keep up with their peers are more likely to experience feelings of low self-esteem and wellbeing and may become disengaged in the classroom</li> </ul>	<ul style="list-style-type: none"> <li>Regular monitoring and assessment of students</li> <li>Use of data to track student progress</li> </ul>	<p>£13,618</p>	<p>Led by the Deputy SENCO and Course Director of English</p>	<ul style="list-style-type: none"> <li>Student data tracking across all Year Groups as per Assessment Calendar</li> </ul>
<p><b>Additional Support for Literacy</b></p>	<ul style="list-style-type: none"> <li>In 2017/18, some of the Literacy interventions are structured within the timetable</li> <li>Targeted Y9 and Y10 students receive additional bespoke Literacy Intervention sessions</li> </ul>	<ul style="list-style-type: none"> <li>Students with poor Literacy skills find it very difficult to access subjects which require the ability to focus on extended writing, such as English, History and Religious Education</li> </ul>	<ul style="list-style-type: none"> <li>Regular monitoring and assessment of students</li> <li>Use of data to track student progress</li> </ul>	<p>£27,644</p>	<p>Led by the SENCO and Associate Director of English</p>	<ul style="list-style-type: none"> <li>Student data tracking across all Year Groups as per Assessment Calendar</li> </ul>

	<p>from the Literacy Intervention Manager and other staff within the enhanced Literacy Team</p> <ul style="list-style-type: none"> <li>• Production of a literacy booklet ['Lit Kit'] for all students, September 2017</li> </ul>	<ul style="list-style-type: none"> <li>• A structured Literacy pathway for 40 identified Y8 students ['W' Band] as well as bespoke interventions are delivered in the Learning Resource Centre [LRC]</li> <li>• Of 72 Y7 &amp; Y8 students per week receiving Literacy intervention in 2017/18, 47 students attract PP funding [65%]</li> <li>• Other key literacy interventions include Lexia software [an online intervention programme tailored to the individual student's needs – <i>software costs funded by PP</i>]</li> <li>• The Sound Training Programme is a rolling programme; it will operate for Y7 and Y10 in 2017/18 – <i>software costs not funded by PP</i></li> </ul>				
<b>Attendance and Persistent Absence Intervention</b>	<ul style="list-style-type: none"> <li>• The Academy operates a robust programme for improving attendance and reducing persistent absenteeism</li> <li>• The programme includes a high profile rewards system linked to attendance, punctuality and attainment</li> <li>• Education Welfare Officer [EWO] provision forms part of this strategy [two days per week]</li> </ul>	<ul style="list-style-type: none"> <li>• Poor attendance is a major impediment to learning. We can't improve outcomes for students if they are not attending school regularly. The Academy's aim is to increase attendance and reduce persistent absence</li> <li>• Costs of rewards and EWO provision are funded by PP</li> <li>• High levels of attendance are celebrated by Form and by individual student at weekly Year Group Assemblies</li> <li>• Small individual and Form weekly rewards are issued at Assemblies with increasing rewards if high levels of attendance are sustained throughout the academic year</li> </ul>	<ul style="list-style-type: none"> <li>• The Academy Attendance Intervention Programme is embedded within daily routine Academy procedures</li> <li>• Pastoral Support Officers focus on attendance issues and work closely with the EWO. Regular line management meetings ensure early identification of students with attendance issues</li> <li>• Daily phone calls and regular home visits for students who are not in school</li> <li>• Staff and students fully understand how the Attendance Intervention Programme works at the Academy. This is actively promoted throughout the Academy including printed details within Student Planners</li> </ul>	£43,819	Led by the Pastoral Team: Assistant Pastoral Director and Attendance Officers x2	<ul style="list-style-type: none"> <li>• Attendance data is reviewed on a daily, weekly, half termly, termly and annual basis</li> </ul>

			<ul style="list-style-type: none"> <li>• Attendance levels improved from 2011 to 2014 and have been maintained at broadly average levels since 2015</li> <li>• Persistent absenteeism has improved significantly since 2011 and was well below the National Average for PP students in 2016 [15.4% v 21.6%]</li> <li>• Attendance data is reviewed on a daily basis by the Principal and Vice Principal Pastoral</li> <li>• Attendance data is presented to Governors on a termly basis</li> </ul>			
<b>Total Planned PP Expenditure AY 2017/18: Targeted Support</b>						<b>£153,166</b>



iii. Planned Expenditure AY 2017/18: Other Approaches						
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Planned Allocation from PP	Staff lead	When will you review implementation?
<b>Raising Aspirations</b>	<ul style="list-style-type: none"> <li>The Brilliant Club: the Academy participates in The Brilliant Club Scholars Programme organised by Manchester University for Y9 Gifted and Talented students. The programme is designed to introduce students to University life, develop learning and communication skills and encourage future participation in further and higher education</li> <li>The Academy More Able Programme continues to develop and inspire students to aim high</li> <li>The Academy Prefect Programme includes the delivery of external training in order to develop student leadership and mentoring skills and opportunities</li> <li>Positive Steps is used for the provision of personalised Careers Information, Advice and Guidance [IAG] to all Y10 and Y11 students plus some Y9 students</li> <li>A Careers Festival is held annually for all Year Groups to inspire students to aim high</li> <li>PP funding is used to subsidise the costs of activities and visits which provide students with</li> </ul>	<ul style="list-style-type: none"> <li>Raising students' aspirations is a key component in helping students to achieve their learning potential by instilling self-belief and confidence in their own ability to achieve learning targets</li> <li>These interventions are designed to inspire, motivate and encourage students to succeed</li> <li>Evidence suggests that students with Growth Mind-sets achieve more</li> <li>The More Able Programme targets the most able students and focusses on meeting their needs</li> <li>The Academy Prefect Programme facilitates opportunities for leadership, personal growth and development and confidence building</li> <li>The Academy's aim is to break down barriers to learning by providing students with opportunities for learning and self-development outside the classroom which students may not otherwise experience</li> <li>Students benefit directly in terms of expanding their knowledge of cultural experiences and developing independence, confidence and self-</li> </ul>	<ul style="list-style-type: none"> <li>The Brilliant Club is delivered by Manchester University under staff supervision and is part of the Academy's Gifted and Talented Programme</li> <li>The Academy More Able programme is monitored and reviewed regularly, including evaluation of student feedback</li> <li>Governors are advised of these initiatives</li> <li>Use of data to track student progress</li> <li>Governors are advised of all trips which take place at the Academy</li> </ul>	£23,700	<p>The Associate Director of Science leads the More Able Programme</p> <p>The Course Director of IT leads the Academy Prefect Programme</p> <p>The GILES Coordinator leads on Careers IAG</p> <p>Trips and events are authorised by the Principal and individual events are led by nominated staff</p>	<ul style="list-style-type: none"> <li>Evaluation of Student feedback takes place following completion of interventions</li> <li>Review following GCSE Results August 2018</li> <li>Moving On Report from Positive Steps</li> </ul>

	<p>different cultural experiences. This includes local trips as well as residential trips such as Faith and Community related Retreats and trips abroad for Modern Foreign Language students</p> <ul style="list-style-type: none"> <li>• PP funding is used to subsidise the annual Y11 Leavers Prom held at the Academy. This event is used as an incentive reward for attendance, punctuality and behaviour [see also Examination Revision Support section] with personal invitations awarded during the Spring/Summer Terms 2017</li> </ul>	<p>organisational skills</p> <ul style="list-style-type: none"> <li>• Around 70 culture and leisure related trips are undertaken each academic year including at least one residential trip</li> </ul>				
<b>Inclusion Programme</b>	<ul style="list-style-type: none"> <li>• In 2017/18, a new Alternative Curriculum Unit [ACU] has been created [piloted in the Summer Term 2017] for those students at risk of Fixed Term or Permanent Exclusion. Students spend a minimum of two weeks based in the ACU and are taught timetabled lessons there.</li> <li>• The ACU is managed on a daily basis by the Inclusion Manager</li> <li>• A structured programme of reintegration into mainstream classes and support is organised for each student when leaving the ACU</li> <li>• In addition to the ACU, the Academy continues to provide a bespoke programme which ensures that the learning needs of all students are met. The tailored approach includes</li> </ul>	<ul style="list-style-type: none"> <li>• The ACU provision [modelled on a successful and similar provision at an outstanding school] allows uninterrupted learning to take place in classes and students at risk of Fixed Term and Permanent Exclusion to be supported appropriately including provision of behaviour modification strategies</li> <li>• The Academy's aim in relation to the Inclusion Programme is to break down barriers to learning by providing interventions tailored to the individual student</li> <li>• Students benefit directly from interventions delivered through this programme in terms of improving morale and self-esteem, self-organisational skills, attendance and punctuality, attitude to learning, preparation</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly breakfast meetings of the Strategic Behaviour Group to ensure early identification of students with behavioural issues</li> <li>• Use of evidence from Class Charts to identify students with behavioural issues</li> <li>• Observations of learning and behaviour of students through Learning Walks</li> <li>• Regular monitoring and assessment of progress undertaken for all students who receive behaviour for learning support</li> <li>• Use of data to track student progress</li> <li>• Regular feedback obtained from students in relation to support received in order to determine whether support should continue or different support is required</li> </ul>	£28,146	The Inclusion Manager is line managed by the Pastoral Director	<ul style="list-style-type: none"> <li>• Student data tracking across all Year Groups as per Assessment Calendar</li> <li>• Ongoing review of ACU</li> </ul>

	<p>timetable adjustments, 1:1 sessions, small group work and part time external training</p> <ul style="list-style-type: none"> <li>The Inclusion Manager liaises with students, teachers, families and providers to monitor provision and track progress</li> <li>Additional activities include Homework Club and Girls' Group which is an after school club which challenges stereotypes and promotes self-esteem. In 2017/18, these will be organised by the Audacious Mentors</li> </ul>	<p>for learning and raising aspirations</p>				
<b>Faith and Community Programme</b>	<ul style="list-style-type: none"> <li>The Academy Chaplain supports students in lessons, mentors individual students and works alongside the Assistant Pastoral Director in delivering holiday activities as part of the Family and Social Intervention Programme</li> <li>The Academy provides transport for a group of students from all Year Groups who attend Youth events held at Audacious Church in Manchester every Friday night. The Assistant Pastoral Director and Chaplain attend some Audacious events.</li> <li>Students also attend the annual Audacious Conference event held in Manchester in August [3 to 5 days]</li> </ul>	<ul style="list-style-type: none"> <li>The Chaplain has a positive impact on all students through the delivery of Christian Faith assemblies and activities including extra-curricular activities</li> <li>Students of all Faiths or none are welcome and encouraged to participate in all Faith related activities</li> <li>Students benefit directly from this programme in terms of social and spiritual development, self-esteem, improved attendance and continued learning of students involved</li> </ul>	<ul style="list-style-type: none"> <li>The number of students attending the Friday night Youth events at Audacious Church has increased over a two year period from a core group of about 13 students to a regular weekly participation of around 45 students with up to 80 students attending special events</li> <li>The Chaplain made a significant and positive contribution to the successful SIAMS Inspection in October 2013 which achieved Good in all categories</li> <li>Relevant information is shared with, and evaluated by, the Principal, Faith and Pastoral Teams</li> <li>Governors are updated periodically in relation to the impact of the Faith and Community Programme</li> </ul>	£16,892	<p>Led by the Chaplain, supported by the Assistant Pastoral Director</p> <p>Audacious Mentors attend most Youth events organised by the Audacious Church</p>	<ul style="list-style-type: none"> <li>The Faith and Community Programme is reviewed on an ongoing basis at weekly meetings of the Strategic Faith Team</li> <li>SIAMS Report October 2018</li> </ul>

<p><b>Family and Social Intervention Programme to Deliver Effective Safeguarding</b></p>	<ul style="list-style-type: none"> <li>• The Academy delivers an extensive Family and Social Intervention Programme which involves working with identified families to offer practical and emotional support during difficult times</li> <li>• Essential support may include funding on occasion for school uniform, food, energy, decorating and basic household amenities</li> <li>• The CAPE Programme [Child and Parent Engagement Programme] offers a holiday intervention support package to families during four holiday weeks each year. Examples of activities include art and dance, sports, fishing trips, Talent Show Case, etc.</li> <li>• Weekly Coffee Mornings are held for parents, grandparents and carers to build positive relationships</li> <li>• An Early Intervention Project is provided for a small group of targeted Y8 students who attend mentoring sessions leading up to the delivery of an external community project of their choice, e.g. a Teddy Bear's Picnic or Family Day</li> <li>• A 'Ladettes to Ladies' Club was introduced in the Spring Term 2017 which is a motivational and mentoring programme for groups of six female students at a time will continue in 2017/18</li> <li>• Christmas Hampers are</li> </ul>	<ul style="list-style-type: none"> <li>• Students benefit directly from this programme in terms of improving morale and self-esteem, self-organisational skills, attendance and punctuality, attitude to learning, preparation for learning and raising aspirations</li> <li>• Families benefit by developing positive relationships with Pastoral staff, opportunities to engage with the Academy as a family and the availability of practical and emotional support in times of need</li> </ul>	<ul style="list-style-type: none"> <li>• Students and families are identified by the Pastoral Team</li> <li>• Records are maintained of events and activities and those families involved</li> <li>• Evaluations are undertaken by the Assistant Pastoral Director</li> <li>• The Principal is updated on an ongoing basis in relation to programme delivery</li> <li>• Governors are updated periodically in relation to the impact of work done with families</li> </ul>	<p>£41,300</p>	<p>Led by the Assistant Pastoral Director, supported by the Chaplain</p> <p>Audacious Mentors provide support as required</p>	<ul style="list-style-type: none"> <li>• Ongoing as circumstances change for families involved</li> </ul>
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	provided for our most vulnerable families every year [35 hampers in 2016]					
<b>Summer School &amp; Transition</b>	<ul style="list-style-type: none"> <li>• PP is used to support a three day programme of activities during the Summer Holidays [primarily aimed at new Y7 students prior to their transition to the Academy in September] and other Transition related activities during the preceding Summer Term</li> <li>• Summer School is designed to aid a smooth transition for all new students into Y7 each September</li> </ul>	<ul style="list-style-type: none"> <li>• Despite the withdrawal of PP funding specifically for Summer School activities, the Academy believes that Summer School benefits new Y7 students by providing opportunities to make friends, gain confidence and become familiar with the Academy and staff prior to joining Y7 in September. The Academy continues to deliver Summer School although on a smaller scale than in previous years</li> <li>• Costs include staffing and resources for the Summer School and Transition programme</li> <li>• The Summer School programme includes team building activities, arts and crafts, sporting activities and games</li> <li>• Summer School also benefits existing vulnerable students already on roll at the Academy by providing activities and opportunities they might not otherwise experience during the Summer Holidays as well as allowing them to develop new friendships and mentoring opportunities with younger students</li> </ul>	<ul style="list-style-type: none"> <li>• The Assistant Pastoral Director leads and organises Summer School</li> <li>• Summer School is actively promoted during transition events with new students and their parents / carers</li> <li>• Attendance at Summer School is monitored</li> <li>• Feedback is obtained from new students and their parents / carers</li> <li>• Governors are advised of Transition activities</li> </ul>	£3,135	Led by the Assistant Pastoral Director	<ul style="list-style-type: none"> <li>• Summer School is evaluated following delivery on an annual basis to inform future strategies</li> </ul>
<b>Total Planned PP Expenditure AY 2017/18: Other Approaches</b>						<b>£113,173</b>
<b>Total Planned PP and Y7 Catch-up Premium Expenditure AY 2017/18</b>						<b>£391,922</b>

## 7. Review of expenditure previous year AY 2016/17

### i. Actual AY 2016/17: Quality of Teaching for All

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Actual PP Allocation
<b>Additional Staffing Resources to Support Students</b>	<ul style="list-style-type: none"> <li>Subject Mentors in English and Mathematics</li> <li>Additional learning support delivered by Mentors provided through a Service Level Agreement [SLA] with Audacious Church, Manchester [100% funded by PP]</li> <li>Intervention by SENCO and Assistant SENCO</li> <li>The Academy Pupil Premium cohort is a significant size at around 60% of all Academy students in Y7 to Y11 and approximately 2.5 times the National Average</li> </ul>	<ul style="list-style-type: none"> <li>The 2017 Progress 8 Score for PP students improved from -0.39 in 2016 to -0.34 in 2017</li> <li>PP students overall P8 improved in: Science from -0.45 to -0.36; Languages improved from -0.51 to +0.20; Open Element improved from +0.03 to +0.55</li> <li>PP Middle prior attaining students overall P8 improved from -0.41 to -0.19</li> <li>PP Middle prior attaining students P8 improved in: the EBacc Element from -0.60 to -0.39; in Science -0.42 to -0.29; in Languages -0.81 to +1.38; Open Element -0.05 to +0.82</li> <li>PP Low prior attaining students overall P8 improved from -0.31 to +0.15</li> <li>PP Low prior attaining students P8 improved in: Maths from -1.01 to -0.55; EBacc Element from -0.37 to +0.14; in Science -0.62 to +0.01; Open Element +0.28 to +0.99</li> <li>PP Middle prior attaining students overall P8 was virtually the same as Middle Other</li> <li>PP Low prior attaining students overall P8 was better than Low Other</li> <li>PP Middle and Low prior attaining students P8 in the Open Element was better than Other students with the same prior attainment</li> <li>SEN Support students overall P8 improved from -0.71 to -0.25 with some improvement in English, Maths, EBacc, Science and significant improvement in Humanities and Open Element</li> <li>Attainment 8 grades improved in 2017 across the board for PP students: from C to C+ for High prior attaining students; from D to D+ for Middle prior attaining students; from F+ to E for Low prior attaining students</li> <li>Data for Class of 2018 indicates improvement in both progress and attainment scores for PP students overall</li> <li>The attainment in EM 4+ / C+ for PP students improved from 33% in 2016 to 43% in 2017</li> <li>It is worth noting that the FFT Aspire 2017 KS4 Self-Evaluation Summary Dashboard for Contextual Value Added [CVA] calculates the Academy Progress 8 Score at +0.31 and significantly above average; for PP students the CVA P8 score is +0.38 and significantly above average</li> <li>Audacious Mentors provided additional support to identified students of an academic and pastoral nature, reinforcing the importance of learning whilst handling issues and overcoming barriers in class</li> </ul>	<ul style="list-style-type: none"> <li>A significant challenge for 2017 was the change in profile of the PP students; the numbers of high PP students virtually doubled and low PP students more than halved in comparison with 2016. Overall progress for high PP students declined from 2016 to 2017</li> <li>Progress declined for both High and Middle PP students in English and Maths</li> <li>There was some improvement in P8 scores in Humanities; but further significant improvement is needed</li> <li>A number of students are content to achieve the 4+ threshold and not aim for a higher target grade</li> <li>To address the issues with high PP students and in English, Maths and Humanities, Subject Specialists [A level or Degree] have been sought. The Academy has successfully secured a Maths Mentor [via the Audacious Mentor SLA] and appointed a Geography Mentor; we were unable to recruit for English</li> <li>To address the issue of low aspirations, a cohesive PP Mentor Programme is in place for 2017/18</li> <li>Additional teaching capacity</li> </ul>	<b>£131,330</b>

			is in place in Science and Geography in 2017/18	
<b>Examination Revision Support</b>	<ul style="list-style-type: none"> <li>Costs of resources and refreshments for daily Examination Revision Classes held after school for Y11 students [November 2016 to June 2017] and Revision Classes held during school holidays [including provision of breakfast and lunch]</li> <li>Examination Resit Fee costs</li> </ul>	<ul style="list-style-type: none"> <li>Students were encouraged to attend Revision Classes through high profile monitoring, rewards and parental contact. Of 108 students, 39% attended 50+ Revision Sessions and 6% attended over 100 Revision Sessions in 2016/17. 81% of students attended 10 or more Revision Sessions</li> <li>There were 4,639 Revision session attendance marks overall. 49% of these were attended by PP students</li> <li>High profile rewards included the Y11 Prom [<i>subsidised by PP</i>] and a residential trip to Ford Castle in Northumberland attended by 47 students of which 43% were PP students</li> </ul>	<ul style="list-style-type: none"> <li>A continued focus on attendance at Revision Classes to be applied in 2017/18 through incentive rewards including invitations to the Prom based on overall attendance including Revision Classes</li> <li>Attendance at Revision of PP students will be supported through the cohesive PP Mentor Programme for 2017/18</li> </ul>	<b>£9,992</b>
<b>Total Actual PP Expenditure AY 2016/17: Quality of Teaching for All</b>				<b>£141,322</b>

## ii. Actual AY 2016/17: Targeted Support

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Actual PP Expenditure
<b>Learning Support and Interventions</b>	<ul style="list-style-type: none"> <li>• Sound Training was delivered to all students in Year Groups 7, 8, 10 and 11. This involved delivering training to groups of 4 students at a time for 6 sessions plus a pre and post intervention testing</li> <li>• A Breakfast Club is held on a daily basis in the LSU for vulnerable students to provide a nutritious breakfast free of charge in a safe and caring environment and to improve students' social skills</li> <li>• Targeted individual support is provided to EAL students</li> <li>• The Learning Support Unit [LSU] provides interventions to students with a range of barriers to learning</li> </ul>	<ul style="list-style-type: none"> <li>• There was an improvement in average reading ages following the Sound Training Programme: Y7 15 months; Y8 17 months; Y10 and Y11 11 months</li> <li>• An improvement in Standard Scores of more than 8 points indicates a significant improvement in reading age. The percentage of students that made a significant improvement in reading age based on this measure were: 25% in Y7; 43% in Y8; 24% in Y10 and 29% in Y11</li> <li>• The Progress 8 Score for EAL students increased from +0.51 in 2016 to +1.16 in 2017</li> <li>• The Breakfast Club was well attended by up to 26 students per day, of which 60% were PP students.</li> <li>• Students commented that Breakfast Club helped them to make new friends, made them feel safe, relaxed and ready for the school day</li> <li>• Learning support intervention units and resources were streamlined and relocated to the Learning Resource Centre [LRC] in the Summer Term 2017</li> </ul>	<ul style="list-style-type: none"> <li>• Successmaker was delivered to Low prior attaining students in Y7 to Y10. It has been difficult to measure impact as the programme has been taken off the Pearson market. For 2017/18, the Academy is using the Lexia Programme</li> <li>• A structured Literacy Pathway will be timetabled for 2017/18 for approximately 40 identified students in Y8 ['W' Band] See lessons learned from Y7 Catch-up Premium below</li> </ul>	<b>£43,052</b>
<p><b>Year 7 Catch-up Premium:</b></p> <p><b>Additional support for new Y7 students who achieved a Scale Score below 100 in Reading and/or Mathematics at the end of KS2 prior to entry to the Academy</b></p>	<ul style="list-style-type: none"> <li>• Year 7 Catch Up Premium is used to provide additional support as follows: <ul style="list-style-type: none"> <li>○ Support in English and Literacy from the SENCO</li> <li>○ Support in Mathematics from the Mathematics Mentor</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Additional support in English, Literacy and Mathematics impacts positively on students by increasing their confidence and engagement levels in these subjects</li> <li>• 40 students had a Standard Score below 100 for reading. [An improvement in Standard Scores of more than 8 points indicates a significant improvement in reading age.] 35% of these students have improved significantly in reading comprehension based on this measure. 60% of students have improved their reading age more than was expected and an additional 12.5% have made progress as expected.</li> <li>• 36 students had a Standard Score below 100 for English GPVS. 36% of these students had a Standard Score of 100 by the end of Y7. 31% of these have improved significantly in English GPVS based on the 8 point improvement measure.</li> <li>• 34 students had a Standard Score below 100 for Mathematics. 74% of these students are now on track to achieve a grade 4 or above at GCSE.</li> </ul>	<ul style="list-style-type: none"> <li>• A more structured approach needed to improve Literacy</li> <li>• A structured Literacy Pathway will be timetabled for 2017/18 for approximately 40 identified students in Y7 ['W' Band]</li> <li>• A structured Literacy Pathway will also operate for Y8 'W' Band [see section above]</li> </ul>	<b>£13,618</b>



<b>Additional Support for Literacy</b>	<ul style="list-style-type: none"> <li>Targeted students receive additional Literacy Intervention sessions from key staff</li> </ul>	<ul style="list-style-type: none"> <li>Additional support in Literacy impacts positively on students by increasing their confidence and engagement levels in these subjects</li> <li>Evidence / data is available to show progress of these students</li> <li>This provision will be reorganised for 2017/18 as part of interventions delivered by the Literacy Team including structured timetabled interventions to be delivered in the Learning Resource Centre [LRC]</li> <li>16 students in Y8 received additional support for Literacy. 56% of these students have improved their reading age more than was expected and an additional 38% made progress as expected.</li> <li>18 students in Y9 and Y10 received additional Literacy support. 61% of these students have improved their reading age more than was expected and an additional 28% made progress as expected.</li> </ul>	<ul style="list-style-type: none"> <li>This is a key intervention for targeted PP students as evidence suggests that students who feel they are unable to keep up with their peers are more likely to experience feelings of low self-esteem and wellbeing and may become disengaged in the classroom</li> <li>Revised strategy to be implemented in 2017/18</li> </ul>	<b>£20,148</b>
<b>Attendance and Persistent Absence Intervention</b>	<ul style="list-style-type: none"> <li>The Academy operates a relentless programme for improving attendance and reducing persistent absenteeism</li> <li>The programme includes a high profile rewards system linked to attendance, punctuality and attainment</li> <li>Education Welfare Officer [EWO] provision forms part of this strategy [two days per week]</li> </ul>	<ul style="list-style-type: none"> <li>Academy attendance data is broadly in line with National Averages</li> <li>Attendance levels improved from 2011 to 2014 and have been maintained at broadly average levels since 2015</li> <li>The attendance of PP students continues to be above the National Average of 92.8% in 2017 at 93.4%</li> <li>Persistent absenteeism amongst PP students has reduced significantly since 2011 and was well below the National Average of 21.6% in 2017 at 15.4%</li> </ul>	<ul style="list-style-type: none"> <li>Strategy to continue in 2017/18</li> </ul>	<b>£44,784</b>
<b>Total Actual PP Expenditure AY 2016/17: Targeted Support</b>				<b>£121,602</b>

### iii. Actual AY 2016/17: Other Approaches

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Actual PP Expenditure
<p><b>Raising Aspirations</b></p>	<ul style="list-style-type: none"> <li>Raising aspirations continues to be a key area for development within the Academy. The Academy Gifted and Talented Programme supports this objective by meeting the needs of the most able students</li> <li>Opportunities to develop student leadership and mentoring skills include the Academy Prefect Programme and the Humanutopia Heroes Programme [external training provided for both programmes]</li> <li>The Academy purchases additional services from Positive Steps to provide personalised Careers Information, Advice and Guidance [IAG] to all Y10 and Y11 students plus some Y9 students. Careers advice is targeted and tailored to the individual student through 1:1 interviews</li> <li>A Careers Festival is held annually for all Year Groups to inspire students to aim high</li> <li>The Academy participated in the Brilliant Club Scholars Programme led by Manchester University for students from under-represented backgrounds. The Academy secured a double-sized cohort of 27 students from Y9 [of which 41% were PP</li> </ul>	<ul style="list-style-type: none"> <li>The number of A* / A grades shows an improving trend: 4.8% [47 grades] in 2015; 7.5% [76 grades] in 2016 and 14.6% [155 grades] in 2017. For the first time, in 2017, every subject achieved some A* / A or 9 / 8 / 7 grades.</li> <li>A programme of Peer Mentor training was initially undertaken by 42 students [60% PP students]. The Peer Mentor programme was later complemented with 'Humanutopia' [a motivational and aspirational intervention] with the implementation of 'Humanutopia Heroes' [Humanutopia costs not funded by PP]</li> <li>The 'Moving On 2016' Report from Positive Steps demonstrated an improvement in the proportion of students entering full time education [to 94.37% from 93.8% in 2015] and a reduced number of students becoming NEETs Not in Full Time Education or Employment: to 1.1% from 2.1% in 2015</li> <li>The annual Careers Festival provides an opportunity for students to think about their future studies and career prospects</li> <li>Brilliant Club projects are awarded Degree grades. 4 students were awarded a First Class, 6 students were awarded a 2:1, 12 students were awarded a 2:2, 4 students were awarded a 3<sup>rd</sup> and 1 student was awarded 'working towards a pass' [a First Award links to performing at an excellent standard at A Level; a 2:1 equates to performing to a good standard at AS Level; a 2:2 equates to performing to an excellent standard at GCSE, a 3<sup>rd</sup> equates to performing to an excellent standard at GCSE]</li> <li>Approximately 70 Culture and Leisure related trips took place for both PP and non PP students in Y7 to Y11.</li> <li>The Academy ensures that financial affordability is not a barrier to participation by PP students in relation to activities and visits</li> <li>In June 2017, 81% of Y11 students attended the Leavers Prom held at the Academy for the fifth successive year as a subsidised reward for good attendance and behaviour. 55% of students who attended the Prom were PP students. All students who attended the Prom also benefitted from this event in terms of social development</li> </ul>	<ul style="list-style-type: none"> <li>A continued focus on raising aspirations will take place in 2017/18</li> <li>'Humanutopia Heroes' and Peer Mentors are valued by those students they support</li> <li>Motivational strategies including The Brilliant Club will continue in 2017/18</li> <li>Culture and Leisure activities continue to enrich the curriculum by providing varied and exciting learning opportunities</li> <li>Personal Prom invitations will be issued again in 2017/18 as a reward for good behaviour and attendance at Revision Classes</li> <li>Strategies to continue in 2017/18</li> </ul>	<p><b>£21,610</b></p>

	<p>students]; cohorts are usually limited to 14 students from any one school</p> <ul style="list-style-type: none"> <li>• PP funding is used to support activities and visits which provide students with different cultural experiences. This includes local trips as well as residential trips such as Faith and Community related Retreats and trips abroad for Modern Foreign Language students</li> <li>• PP funding is used to support the annual Y11 Leavers Prom held at the Academy. This event is used as an incentive reward for attendance, punctuality and behaviour [see also Examination Revision Support section] with personal invitations awarded to Y11 students during the Spring and Summer Terms</li> </ul>			
<p><b>Inclusion Programme</b></p>	<ul style="list-style-type: none"> <li>• A bespoke programme ensures that the learning needs of all students are met. The tailored approach includes timetable adjustments, 1:1 sessions, small group work and part time external training</li> <li>• The Inclusion Mentor liaises with students, teachers, families and providers to monitor provision and track progress</li> <li>• Activities include a Monday Night Club which is an after school club which challenges stereotypes and promotes self-esteem for vulnerable students</li> </ul>	<ul style="list-style-type: none"> <li>• The Inclusion Programme was revised during the Summer Term 2017 with the creation of an Alternative Curriculum Unit [ACU] for those students at risk of Fixed Term or Permanent Exclusion to be managed on a daily basis by the Inclusion Manager</li> <li>• Students spend a minimum of two weeks based in the ACU and are taught timetabled lessons or tutorials there</li> <li>• A structured programme of reintegration into mainstream classes and support is organised for each student when leaving the ACU</li> <li>• This provision has been modelled on a successful similar unit operated at an outstanding school</li> <li>• The Monday Night Club helps to raise the self-esteem of vulnerable students, reduce the number of incidents of low level persistent disruption in relation to these students and encourages those involved to develop a sense of 'belonging' to the Academy community</li> <li>• Case studies are held which evidence the positive impact of these interventions</li> </ul>	<ul style="list-style-type: none"> <li>• The Inclusion Programme is tailored to meet the needs of individual students</li> <li>• Revised strategy to be fully implemented in 2017/18</li> </ul>	<p><b>£23,384</b></p>

<p><b>Faith and Community Programme</b></p>	<ul style="list-style-type: none"> <li>• The Academy Faith and Community Programme seeks to embed the ethos and character of a Church of England Academy in a modern world within students' learning to ensure that they develop a sense of compassion, respect and empathy for those around them and to provide students with opportunities to explore what Faith means to them as an individual</li> <li>• The Academy Chaplain supports students in lessons, mentors individual students and works alongside the Assistant Pastoral Director in delivering holiday activities as part of the Family and Social Intervention Programme</li> <li>• The Academy promotes inclusion as students of other Faiths or none are welcome and encouraged to participate in all Faith related activities</li> <li>• A group of students from all Year Groups attend Youth events at Audacious Church in Manchester every Friday night accompanied by the Chaplain and the Assistant Pastoral Director; transport is provided</li> <li>• Students also attend the annual Audacious Conference event held in Manchester in August [3 to 5 days]</li> </ul>	<ul style="list-style-type: none"> <li>• Engagement in Faith Assemblies and activities, including extra-curricular activities, has improved over time</li> <li>• Academy Community events include: the Remembrance Service supported by Y7, weekly Luncheon Club for the Elderly Community organised by Y8, Love Thy Neighbour Christmas Fundraiser Project by Y9, Christmas Meal for the Elderly led by Y10 and the Christmas Meal for the Homeless organised by the Sixth Form</li> <li>• Other Community events include Thursday weekly Parent and Carer Coffee Mornings, the annual Firework Event for the Academy Community and the Christmas Fair</li> <li>• These events help to develop and strengthen parental partnerships and opportunities for community engagement with the Academy</li> <li>• Evidence of these activities can be found within the annual Academy Faith and Community Programme and Newsletters circulated to stakeholders and published on the Academy website</li> <li>• Impact of the Faith &amp; Community Programme is evidenced in SIAMS Reports; the next SIAMS Inspection is scheduled for October 2018</li> <li>• The number of students attending Audacious Youth events has increased from 13 to a core group of about 30, with up to 80 attending special events. Of the regular attendees, almost 60% were PP students</li> </ul>	<ul style="list-style-type: none"> <li>• The Faith and Community Programme continues to develop and evolve to meet the needs of the Academy community</li> <li>• Strategy to continue in 2017/18</li> </ul>	<p><b>£22,802</b></p>
<p><b>Family and Social Intervention Programme</b></p>	<ul style="list-style-type: none"> <li>• Approximately 12.1% of families are currently, or have been, supported by Social Care, which is a nationally exceptional figure.</li> </ul>	<ul style="list-style-type: none"> <li>• Support provided through the Family and Social Intervention Programme makes a significant contribution to improved morale and self-esteem, self-organisational skills, attendance and punctuality, attitude to learning, preparation for learning and raising aspirations for those students involved</li> <li>• Students feel safe at the Academy and know that they can approach any</li> </ul>	<ul style="list-style-type: none"> <li>• This programme of support is a key lifeline for some students and their families within the Academy community</li> </ul>	<p><b>£51,274</b></p>

<p><b>to Deliver Effective Safeguarding</b></p>	<p>Parents and carers need support from the Academy to help them address their needs and to support their child's learning</p> <ul style="list-style-type: none"> <li>• The Academy delivers an extensive Family and Social Intervention Programme which involves working with identified families to offer practical and emotional support during difficult times and ensure that students feel safe</li> <li>• Essential support may include funding on occasion for school uniform, food, energy, decorating and basic household amenities</li> <li>• The CAPE Programme [Child and Parent Engagement Programme] offers a holiday intervention support package to families during four holiday weeks each year. Examples of activities include art and dance, sports, fishing trips, Talent Show Case, etc.</li> <li>• Weekly Coffee Mornings are held for parents, grandparents and carers to build positive relationships</li> <li>• An Early Intervention Project continued in 2016/17 whereby a small group of Y8 students attended mentoring sessions leading up to the delivery of an external community project of their choice, a Family Day</li> <li>• A 'Ladettes to Ladies' Club was introduced in the Spring Term 2017. This early intervention project aimed to provide a</li> </ul>	<p>member of staff at the Academy if they have any concerns</p> <ul style="list-style-type: none"> <li>• In 2016/17, formal support was provided to: <ul style="list-style-type: none"> <li>○ 5 Looked After Children [LAC] students</li> <li>○ 13 Child in Need students</li> <li>○ 9 students supported through Early Help Assessments</li> </ul> </li> <li>• Case studies are held and evaluations are undertaken</li> </ul>	<ul style="list-style-type: none"> <li>• Strategy to continue in 2017/18</li> </ul>	
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	<p>motivational and mentoring experience for students and prevent them from becoming at risk of exclusion. The project operated for a group of six female students and included a historical trip to Howarth</p> <ul style="list-style-type: none"> <li>• Christmas Hampers are provided for our most vulnerable families every year [35 hampers in 2016]</li> </ul>			
<b>Summer School &amp; Transition</b>	<ul style="list-style-type: none"> <li>• PP funding is used to support a three day programme of activities during the Summer Holidays [primarily aimed at new Y7 students prior to their transition to the Academy in September] and other Transition related activities during the preceding Summer Term</li> <li>• Summer School is designed to aid a smooth transition for all new students into Y7 each September</li> </ul>	<ul style="list-style-type: none"> <li>• Summer School had a positive impact on new students, particularly vulnerable students, by providing opportunities to make friends, gain confidence, become familiar with the Academy and staff prior to joining in September</li> <li>• Summer School also benefitted existing vulnerable students by providing activities and opportunities they might not otherwise experience during the Summer holidays as well as allowing them to develop new friendships and mentoring opportunities with younger students</li> <li>• Evidence shows that Summer School 2017 provided an effective transfer and contributed towards a smooth transition for Y7 students. There was a minimal number of transitional issues in Y7</li> <li>• Summer School facilitated the support of early cross phase networking with parents</li> </ul>	<ul style="list-style-type: none"> <li>• Summer School was well attended in 2017 by 73 students of which 34 were PP students [47%]</li> <li>• Evaluation feedback is available</li> <li>• Strategy to continue in 2017/18</li> </ul>	<b>£3,125</b>
<b>Total Actual PP Expenditure AY 2016/17: Other Approaches</b>				<b>£122,195</b>
<b>Total Actual PP and Y7 Catch-up Premium Expenditure AY 2016/17</b>				<b>£385,119</b>
<b>8. Additional Detail</b>				
<p>Pupil Premium and Year 7 Catch-up Premium may be used to fully fund or part fund Academy initiatives therefore the sums detailed above may represent either the full cost or contributions towards the full costs of these initiatives. Any remaining costs of partly funded PP and Year 7 Catch-up Premium initiatives will be funded by other Academy resources including General Annual Grant and/or Sponsorship funding.</p>				

